



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 11431372  
SAU: Robbinston School Department  
School: Robbinston Grade School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

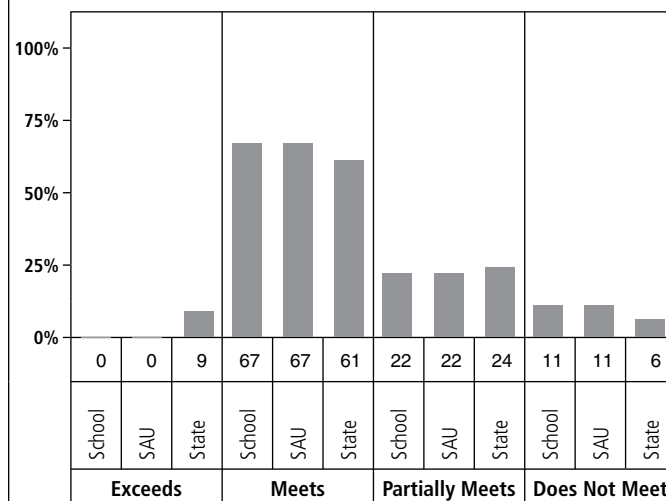
SAU: Robbinston School Department

School: Robbinston Grade School

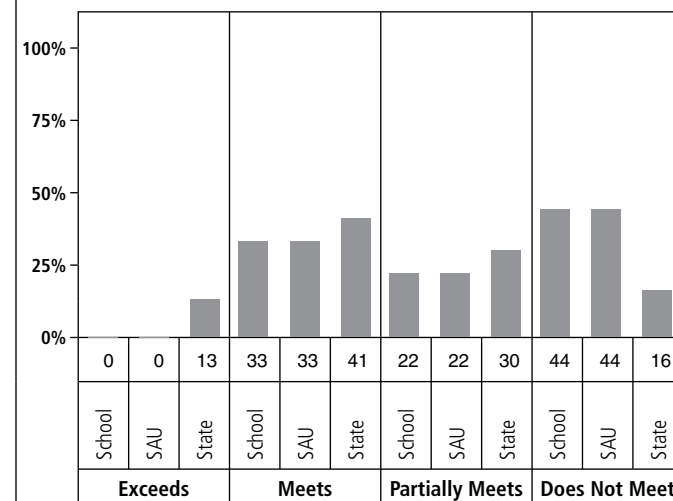
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	641	641	646
2007–2008	639	639	648
<b>2008–2009</b>	<b>642</b>	<b>642</b>	<b>647</b>
Cum. Avg.*	640	640	647
<b>Mathematics</b>			
2006–2007	633	633	643
2007–2008	631	631	642
<b>2008–2009</b>	<b>635</b>	<b>635</b>	<b>643</b>
Cum. Avg.*	633	633	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: Robbinston School Department  
School: Robbinston Grade School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	9	100	9	100	14251	100	9	100	9	100	14150	99	9	100	9	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	9	100	9	100	13309	93	9	100	9	100	13224	100	9	100	9	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	1	11	1	11	2468	17	1	100	1	100	2423	99	1	100	1	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	3	33	3	33	5780	41	3	100	3	100	5724	99	3	100	3	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	8	89	8	89	11369	80	8	89	8	89	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	1	11	1	11	2594	18	1	11	1	11	2605	18						
Identified disability (PET/IEP)	1	100	1	100	1881	73	1	100	1	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Robbinston School Department  
School: Robbinston Grade School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	1	14	1	14	1132	8
	2007-2008	0	0	0	0	1817	13
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	1	3	1	3	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	5	71	5	71	8127	57
	2007-2008	7	54	7	54	8072	57
	<b>2008-2009</b>	<b>6</b>	<b>67</b>	<b>6</b>	<b>67</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	18	62	18	62	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	0	0	0	0	3549	25
	2007-2008	3	23	3	23	3194	23
	<b>2008-2009</b>	<b>2</b>	<b>22</b>	<b>2</b>	<b>22</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	5	17	5	17	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	1	14	1	14	1478	10
	2007-2008	3	23	3	23	981	7
	<b>2008-2009</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>11</b>	<b>799</b>	<b>6</b>
	Cum. Total*	5	17	5	17	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	29.9	53.4	29.9	53.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.1	55.5	11.1	55.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	18.8	52.2	18.8	52.2	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Robbinston School Department  
 School: Robbinston Grade School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2236	1	30	48	22	637
No	8	0	0	6	75	2	25	0	0	644	8	0	75	25	0	644	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	3										3						5617	4	54	33	9	643
No	6	0	0	4	67	1	17	1	17	642	6	0	67	17	17	642	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	13959	9	61	24	6	647
<b>Gender</b>																						
Female	3										3						6743	13	63	20	4	649
Male	6	0	0	4	67	2	33	0	0	643	6	0	67	33	0	643	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1408	4	41	43	12	641
No	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	9	0	0	6	67	2	22	1	11	642	9	0	67	22	11	642	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Robbinston School Department

School: Robbinston Grade School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	0 67 22 11										0 67 22 11						6 59 32 3	5 9 11 10	47 62 64 50	32 24 21 26	16 5 4 13	642 647 648 644	
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	22 56 22 0										22 56 22 0						31 48 18 2	17 8 2 1	66 64 48 34	14 23 40 47	3 5 10 18	651 647 641 638	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	44 56 0 0										44 56 0 0						38 49 10 3	13 8 5 3	65 63 48 35	18 24 36 38	3 5 11 24	650 647 642 639	
<b>How difficult was the reading part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 78 22										0 78 22						16 66 17	7 10 11	52 64 61	30 22 22	11 4 5	644 648 648	
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	0 56 44										0 56 44						10 55 35	2 6 16	39 62 67	42 27 14	17 5 3	639 646 651	
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	33 67 0										33 67 0						48 49 3	10 10 3	60 63 53	24 22 29	6 5 15	647 648 642	
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	22 0 33 44										22 0 33 44						23 49 11 17	15 10 6 2	65 64 58 51	16 22 29 36	4 4 7 11	650 648 645 642	
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0												

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Robbinston School Department  
School: Robbinston Grade School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	0	0	0	0	2092	15
	2007-2008	2	15	2	15	1474	10
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	2	7	2	7	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	2	29	2	29	5731	40
	2007-2008	1	8	1	8	6008	43
	<b>2008-2009</b>	<b>3</b>	<b>33</b>	<b>3</b>	<b>33</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	6	21	6	21	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	3	43	3	43	4175	29
	2007-2008	4	31	4	31	4244	30
	<b>2008-2009</b>	<b>2</b>	<b>22</b>	<b>2</b>	<b>22</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	9	31	9	31	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	2	29	2	29	2308	16
	2007-2008	6	46	6	46	2346	17
	<b>2008-2009</b>	<b>4</b>	<b>44</b>	<b>4</b>	<b>44</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	12	41	12	41	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	24.6	43.9	24.6	43.9	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	7.8	43.3	7.8	43.3	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	5.8	48.3	5.8	48.3	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.8	48.6	6.8	48.6	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	4.2	35.0	4.2	35.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Robbinston School Department  
 School: Robbinston Grade School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2248	3	18	33	46	629
No	8	0	0	3	38	2	25	3	38	636	8	0	38	25	38	636	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	3										3						5620	6	33	37	25	637
No	6	0	0	3	50	0	0	3	50	636	6	0	50	0	50	636	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	13974	13	41	30	16	643
<b>Gender</b>																						
Female	3										3						6738	12	40	32	16	642
Male	6	0	0	3	50	0	0	3	50	635	6	0	50	0	50	635	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1410	3	24	41	32	634
No	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	9	0	0	3	33	2	22	4	44	635	9	0	33	22	44	635	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Robbinston School Department  
School: Robbinston Grade School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	7	32	28	32	636
B. less than one hour	67	0	0	3	50	1	17	2	33	638	67	0	50	17	33	638	59	13	41	30	16	643
C. one to two hours	22	0	0	0	0	1	50	1	50	631	22	0	0	50	50	631	32	14	41	31	14	644
D. more than two hours	11	0	0	0	0	0	0	1	100	622	11	0	0	0	100	622	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	11	0	0	1	100	0	0	0	0	642	11	0	100	0	0	642	30	27	45	18	9	651
B. good	44	0	0	0	0	2	50	2	50	632	44	0	0	50	50	632	46	9	45	31	15	643
C. fair	44	0	0	2	50	0	0	2	50	636	44	0	50	0	50	636	20	2	29	43	26	635
D. poor	0										0						4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	44	0	0	1	25	2	50	1	25	639	44	0	25	50	25	639	35	18	42	27	13	646
B. They match some of what I have learned.	11	0	0	1	100	0	0	0	0	642	11	0	100	0	0	642	50	11	43	31	15	643
C. They match just a little of what I have learned.	44	0	0	1	25	0	0	3	75	629	44	0	25	0	75	629	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	0	0	0	0	1	100	626	11	0	0	0	100	626	32	7	40	34	20	640
B. about the same as my regular schoolwork	78	0	0	3	43	2	29	2	29	637	78	0	43	29	29	637	56	13	42	30	15	644
C. easier than my regular schoolwork	11	0	0	0	0	0	0	1	100	626	11	0	0	0	100	626	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	0	0	1	25	1	25	2	50	634	44	0	25	25	50	634	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	56	0	0	2	40	1	20	2	40	636	56	0	40	20	40	636	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						6	8	29	29	34	635
B. 30–45 minutes	33	0	0	1	33	0	0	2	67	631	33	0	33	0	67	631	33	10	37	34	19	641
C. 45–60 minutes	56	0	0	2	40	1	20	2	40	636	56	0	40	20	40	636	45	15	44	29	12	645
D. more than 60 minutes	11	0	0	0	0	1	100	0	0	640	11	0	0	100	0	640	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						9	14	35	29	22	641
B. two or three days a week	0										0						26	15	40	30	16	644
C. two or three times each month	56	0	0	1	20	2	40	2	40	636	56	0	20	40	40	636	31	13	43	30	14	644
D. never or almost never	44	0	0	2	50	0	0	2	50	633	44	0	50	0	50	633	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	44	0	0	0	0	2	50	2	50	631	44	0	0	50	50	631	17	8	35	33	24	639
B. two or three days a week	44	0	0	2	50	0	0	2	50	634	44	0	50	0	50	634	28	13	42	30	15	643
C. two or three times each month	11	0	0	1	100	0	0	0	0	654	11	0	100	0	0	654	31	15	43	30	13	645
D. never or almost never	0										0						23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number